

MIT 3100: Instructional Design for eLearning
SYLLABUS
(Draft to be revised after first class meeting)
September, 2008

Course Syllabus

This syllabus explains the expectations for MIT 3100: Instructional design for eLearning, which will be offered in a blended format using face to face (F2F) discussions and online activities. The course will be conducted by a team of professionals from the University of Colombo School of Computing (UCSC), the Open University of Sri Lanka (OUSL) and a consultant from the University of New Mexico (UNM), U.S.A. They will be referred to as Teachers, Mentors, Facilitators, and/or Collaborators, as they will play all those roles in this course. We will work as an instructional design team and an eLearning design Community of Practice (COP) to explore effective ways to design e-learning for diverse audiences and organizations.

Teachers, Mentors, Facilitators, and/or Collaborators

Prof. Charlotte Nirmalani (Lani) Gunawardena
University of New Mexico (UNM), U.S.A.
E-Mail: <laniguna@yahoo.com>

Dr. K. P. Hewagamage
University of Colombo School of Computing (UCSC)
E-Mail: <kphewa@gmail.com>

Miss. KMGB Nishakumari
University of Colombo School of Computing (UCSC)
E-Mail: <nkk@ucsc.cmb.ac.lk>,

Dr. Shironica Karunanayaka
Open University of Sri Lanka (OUSL)
E-Mail: <spkar@ou.ac.lk>

Textbooks and Readings

Two textbooks are recommended for this course. One text book yet to be decided on will focus on the traditional instructional systems design process. The other will address design for eLearning environments and has a Creative

Commons license so it can be downloaded free from the course website in Moodle. This free book should be used for educational purposes only.

1. To be decided on.
2. Hirtz, S., Harper, et al. (2008). *Education for a Digital World: Advice, Guidelines, and Effective Practice from Around the Globe*. Vancouver, Canada: BC Campus and Commonwealth of Learning. (This book will also be used as a text in MIT3090) This book is also available for free download from <http://www.col.org/colweb/site/pid/5312>

Required readings for each learning module are specified in each module in Moodle. The required readings include chapters from the texts as well as other readings necessary for completion of the learning activities in each module. The other readings are available as PDF files.

Course Description

This course will equip you with the knowledge and skills necessary for designing and developing eLearning solutions for a variety of disciplines and organizations. The course is divided into two parts. Part I presents a systems approach to instructional design to enable you to effectively design, develop, deliver, and evaluate learning experiences in a wide variety of settings. You will analyze needs, learning tasks, and learner characteristics, determine goals and objectives, select methods, strategies, and media, and design instructional materials representing a range of technological sophistication. In Part II, the main focus will be on examining instructional design considerations as they relate to online, web-based eLearning and the development of hybrid learning systems that incorporate several media formats. You will explore the new eLearning design models that provide guidance for designing inquiry-based learning environments based on constructivist and socioconstructivist philosophies of learning such as problem solving and case-based reasoning. The central theme is the necessity to think in terms of converging technologies or integrated technologies, and promoting active learning through media-based instruction. In this course you will gain hands on experience in designing an online course using the Moodle LMS. You will apply theoretical principles to the design of eLearning courses, and will plan their implementation and evaluation.

Course Objectives

As a result of presentations, learning activities, research, group activities, and independent projects, students will be able to do the following after taking this course:

Explain definitions, terminology, concepts and principles in the field of instructional design and review historical development of the field.

Examine instructional systems design on both a theoretical and practical basis.

Describe the influence of learning theories on instructional design

Analyze the basic components of the instructional design process.

Apply the systems approach to the design and development of an instructional program.

Integrate a variety of teaching/learning strategies into instructional design.

Identify critical dimensions of instructional evaluation.

Explore new paradigms for designing eLearning based on constructivist and socioconstructivist learning theories and insights gained from situated cognition, socially shared cognition, distributed cognition, communities of practice, and cognitive apprenticeship.

Examine design issues relevant to eLearning such as learner-centered learning, problem-centered learning, active learning, interaction, collaborative learning, community building, social presence, and the integration of student support systems into course design.

Design instruction so that the transfer of skills and knowledge is maximized.

Evaluate instructional design models for eLearning.

Develop and produce an eLearning design for a selected organization.

Course Agenda and Expectations

This course has been developed using a learner-centered Community of Practice model where participants will reflect on their own practice, share and learn from each other, and mentor each other as they move toward their learning goals. It uses a hybrid design that incorporates both face-to-face (F2F) and online learning experiences. Participants are expected to attend class sessions as well as complete online activities and projects.

The Learning outcomes described above will be addressed in a module in Moodle providing you with the necessary practice to develop skills necessary for eLearning design.

We will work collaboratively as an instructional design team to develop selected products.

NOTE: There may be slight alterations in the syllabus to accommodate unexpected changes. Any changes to the course agenda will be communicated via Announcements in Moodle.

Course Requirements, Assessment and Grading

There will be two instructional design projects in this class. In the first project you will plan an eLearning design for a selected organization using the systematic design of instruction, or the ADDIE model. The second project will involve the execution of your eLearning design plan using the Moodle learning management system (LMS). This second project will continue and be completed when you take MIT 3020. Details of these two projects and deadlines will be posted soon.

1. Participation in and Completion of Activities in Each Module (30%) of grade

Each module in Moodle will require you to actively participate in forum discussions online and complete learning activities. The forums are a space to promote in-depth discussion of class topics and issues in designing eLearning. Participants should complete the assigned readings for each module in order to be able to actively participate in the class discussions, and learning activities. Students will be asked to take the lead in facilitating and moderating learning activities.

2.E-Learning Design Plan (25%)

Students will use the systematic design of instruction described in the ADDIE model to plan an eLearning design. The plan should include the types of analyses conducted, program objectives, course objectives, individual module

objectives, instructional methods, strategies, and media, plans for implementation and evaluation.

3. E-Learning Design Project (45%)

Students will work with a design partner or team to design an eLearning course in Moodle. This can be the same project you planned in the earlier assignment. You will negotiate this plan with your group. Students are encouraged to design an online course using a hybrid distance learning format and Moodle. Each student will be assigned a Moodle course authoring account. The team will select the topic for the project and establish a learning contract with Dr. Hewagamage outlining the parameters of the design project. Since each design project will be different, students need to negotiate a learning contract with outlining the specific areas they would cover in the design project. For this design project, students will need to submit to Dr. Hewagamage: a) a design contract, b) a design document describing the project in detail, and c) the course design in Moodle. The design team will also present their project to the entire class.

GRADES

The grades will be based on the successful completion of the above mentioned requirements with evidence of the following characteristics:

1. Higher order thinking skills: the ability to apply, analyze, synthesize, evaluate, and problem solve
2. Effective communication skills - the ability to get information across effectively
3. Collaborative learning skills - the ability to work effectively in a group
4. Self-direction and motivation
5. Professional commitment - (a sense of responsibility, meeting deadlines, etc.)

Course Policies - Incompletes, Withdrawals, and Drops:

Each participant is responsible for learning to use the website, participating actively, and keeping up with the course. This is a difficult and demanding course; if you are not planning to work hard throughout the duration of the course, it is not for you. Any participant who has not logged on to Moodle within the first 10 days will be dropped by the facilitators. The "Withdrawal" option is reserved for participants who have been doing the work, but for whom a change in circumstances makes further participation inadvisable. We give out incompletes only under extreme circumstances. If you are running into problems with the course, please contact us as early as possible so you do not fall behind. We will make the necessary arrangements to assist you complete the course. Procrastination in this course is not a good strategy. Participants who do not do the work will receive a failing grade.

Academic Integrity

Each participant is expected to maintain the highest standards of honesty and integrity in academic and professional manners. All work are expected to be your own individual work; paraphrasing a document written by someone else is a violation.

Access to Education

Qualified participants with disabilities needing appropriate academic adjustments should contact the facilitators as soon as possible to ensure your needs are met in a timely manner.

Copyright

All materials in this course fall under copyright laws and should not be downloaded, distributed, or used by students for any purposes outside of this course.

Privacy and Moodle Tracking Notice

Moodle or the course web site automatically records participant activities, including but not limited to: your first and last access to the course, number of times you have accessed the course, pages you have accessed, the number of discussion messages you have read and sent, posted discussion messages, and chat room text. This data may be accessed by the facilitators to evaluate class participation and to identify participants having difficulty using Moodle features.